

DOCUMENT RESUME

ED 202 579

PS 012 177

AUTHOR Reis, Janet
TITLE A Preliminary Study of Mother's Socialization Practices as Related to Type of Maternal Employment.
PUB DATE Nov 80
NOTE 28p.
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Child Rearing; Children; Comparative Analysis; *Employed Women; *Homemakers; *Job Satisfaction; *Mother Attitudes; Mothers; Observation; Parent Child Relationship; *Parent Role; Questionnaires; Socialization; Work Attitudes

ABSTRACT

An exploratory study of working and nonworking mothers' teaching styles, attitudes toward child rearing, and attitudes toward work was conducted with 100 mothers of 7- and 10-year-old girls and boys. Forty-four of the mothers worked outside the home and 56 did not. Comparisons of self-reported attitudes toward child rearing showed working mothers to be more discipline oriented and more satisfied with their employment status than nonworking mothers. Comparisons of measures of the mothers' game playing behavior with their children showed nonworking mothers to be both more competitive and more cooperative than the working mothers. However, working mothers gave, accepted, and sought significantly more information in the course of playing the game than did nonworking mothers. Observed differences between the two groups are interpreted as supportive of an adaptive relationship between mothers' economic responsibilities and child socialization techniques. (Author/MP)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED202579

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

A Preliminary Study of Mother's Socialization
Practices as Related to Type of Maternal Employment

Janet Reis

Center for Health Services and Policy Research

Northwestern University

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Janet Reis

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Special thanks are given to the principals and staff of the
Iroquois Central Schools, Elma New York, and the children
and their mothers who participated in this study. Requests
for reprints should be sent to Janet Reis, Center for Health
Services and Policy Research, Northwestern Univeristy, Evanston
Illinois, 60201.

PS 012177

Abstract

An explorative study of working and nonworking mothers' teaching styles, attitudes toward child rearing, and attitudes toward work was conducted with 44 working and 56 nonworking mothers of 7 and 10 year old girls and boys. Comparisons on the self reported measures of attitudes toward child rearing showed working mothers to be more discipline oriented and more satisfied with their employment status than nonworking mothers. Comparisons of measures of the mother's game playing behavior with their children showed nonworking mothers to be both more competitive and more cooperative than the working mothers. However, working mothers gave, accepted, and sought significantly more information in the course of playing the game than did nonworking mothers. Observed differences between the two groups are interpreted as supportive of an adaptive relationship between mothers' economic responsibilities and child socialization techniques.

An Exploration of Mother's Socialization Practices
as Related to Type of Maternal Employment

The consequences of women's work outside the home continue to draw attention from a number of quarters (Bernard, 1975). To date, the evidence on the overall positive and negative impact of maternal employment on their children is equivocal (Hoffman, 1974). With specific regard to socialization practices, the sum of evidence suggests that child socialization techniques may be modified to accommodate other maternal responsibilities. That is, working mothers train their children in some ways which are different from nonworking mothers because of the different demands on their time and energy.¹

Data on U.S. samples show that working mothers report assignment of more household responsibilities to their children and being stricter disciplinarians than nonworking mothers (Woods, 1972; Yarrow, Scott, DeLeaw and Heinig, 1961). Cross-cultural investigations of socialization practices reveal that women in "simple cultures" who have substantial economic responsibilities assign more chores to their children and seem to be more dictatorial in their work assignments than women in "complex cultures" who have few economic responsibilities (Whiting and Whiting, 1975). Further evidence for the existence of an adaptive relationship between the mothers' economic responsibilities and child care practices is seen in a cross-cultural study which showed that women who began supplementary feeding of their infants before the age of one month participate to a greater degree in subsistence activities than do women who began supplementary feeding of their infants after the age of one month (Nerlove, 1974).

Information on shifts in socialization practices associated with maternal responsibilities assumes increased significance when considered in conjunction with changes in women's working behavior. As of 1979, 50% of the mothers of

school aged children living with their husbands were employed, while almost 42% of mothers of preschool children were employed (U.S. Department of Labor, 1979). The number of women, particularly mothers of young children, who are joining the work force, suggests the need for careful examination of the relationship between mothers' working status and the nature of the mother-child relationship in general, socialization practices in particular.

Despite the timeliness of this topic, much of the information on the relationship between mothers' employment status and socialization practices rests on the mothers' self reports (Gold and Andres, 1978; Hoffman and Nye, 1974; Howell, 1973). Such self reports are well known to be influenced by need for social approval, peer pressure, etc. (Yarrow, Campbell, and Burton, 1968). The purpose of this study was to explore the nature of Western working and nonworking mothers' socialization techniques based on actual observations of mother-child interactions as well as mothers' descriptions of their relationships with their children. Measures of mothers' work satisfaction and educational level were also obtained as these factors have been shown in previous research to be correlated with socialization practices. (Hess and Shipman, 1965).

Comparisons of the mothers' self reports of their attitudes toward child rearing and observations of interactions with their children was expected to contribute to evidence on the relationship between mothers' working status and the child socialization techniques employed by those mothers. Differences between the two groups of mothers in their cooperative and competitive orientation was of special interest since cross-cultural research has shown the emphasis placed on cooperative and competitive behavior in children varies according to the mothers' working status.

MethodSubjects

One hundred mothers of second (n=57) and fifth grade (n=43) children were contacted for participation in the study through a local public school in western New York in the summer of 1979. The introductory letter recruiting volunteers stated the study was concerned with mothers' teaching styles. The mothers' working status was determined in the initial phone conversation. Working mothers (n=44) were defined as those who worked 30 or more hours a week for the past year; nonworking mothers (n=56) were defined as full time housewives. A few mothers (n=6) were eliminated because they could not be classified as either employed full time or home full time.

The mothers' socioeconomic class was considered to have been held constant since all subjects were drawn from an economically and culturally homogeneous rural area. The educational level and occupational status of the husbands for the two groups of mothers confirmed the impression that the families shared a common cultural background. The mean educational levels of the husbands of working and nonworking mothers were 14.48 years ($SD = 2.86$) and 15.46 years ($SD = 2.45$) respectively, $t(98) = .77$, ns. Seventy-nine percent of the husbands of working mothers were employed in skilled or professional jobs while 68% of the husbands of nonworking mothers held similar positions.

The mean educational level for the working and nonworking mothers were 14.55 years ($SD = 2.60$) and 14.37 years ($SD = 5.13$) respectively, $t(98) = .34$, ns. Working mothers averaged 118.02 months ($SD = 72.3$) of work outside the home, while nonworking mothers average 73.63 months ($SD = 52.1$) of outside work, $t(98) = 5.28$, $p < .01$. The working mothers' families had an average 3.05 children ($SD = 1.61$). The families of nonworking mothers averaged 2.95

children ($SD = 1.09$), $t(98) = .37$, ns. All participants were living with their husbands at the time of this study. The working mothers were split roughly equally between unskilled, skilled, and professional (i.e. white collar) work.

The ANOVA design used for data analysis was a $2 \times 2 \times 2$ factorial design calling for equal numbers of working and nonworking mothers of 7 and 10 year old children balanced for child's sex, although the final cell numbers were unequal because of differential response rates from different groups of mothers. In all, 12 nonworking and 11 working mothers of second grade girls, 21 nonworking and 13 working mothers of second grade boys, 10 nonworking and 11 working mothers of fifth grade girls, and 13 nonworking and 9 working mothers of fifth grade boys participated in the study. A description of the children's participation in the study has been reserved for another report. In general, it will suffice here to note that measures of the mothers' behavior did not vary according to their child's age or sex. The children's experimental outcomes will be cited where they bolster the interpretation of the mother's attitudes and behaviors.

Measures

Data were collected by two female experimenters in a one-hour session combining observations of mother-child behaviors, tape recordings of mother-child verbal statements, and completion of questionnaires. The mothers were told that the purpose of the study was to examine mothers' teaching styles with their children but were not told of the comparisons made between working and nonworking mothers until they received a letter explaining the results.

Attitudinal measures. The mothers completed a questionnaire on their attitudes toward child rearing and their attitudes toward their own work and

the work of women in general. The instrument used to elicit the mothers' attitudes toward child rearing was the Maryland Parent Attitude Survey which measures four dimensions (disciplinarian, indulgent, protective, and rejecting) according to responses on 95 forced choice items (Fumroy, 1966). The mothers' attitudes toward their own work and women's work roles were obtained with questionnaires used in a five year study of the labor behavior of women (Parnes, Shea, Spitz, Zeller, & Associates, 1970). This instrument assessed aspects of their work, future occupational plans, and general attitudes toward women's work roles. Summary data on these measures are presented in the analyses.

Behavioral measures. A sampling of the nature of mother-child interactions was obtained with observations of the mothers and children playing together on the Madsen cooperation board (Madsen, 1967). The game is a small, rectangular, paper-covered board with a marker manipulated by strings on either side. The strings are connected to magnets which serve as a holder for the pen. The goal of the game is to draw lines through each of the player's six circles arranged at either end of the board. The winner is defined as the person who completes all six of his/her circles first. Since the magnets pull apart if both players tug too hard, the line drawing can only be accomplished by cooperative string pulls between the two players. The decision as to eventual winner and loser of the game, however, should elicit competition. Measures of the mother-child interactions when playing the game included time taken to complete the "x" drawing in each circle, the number of pen falls per turn, the winner of each trial, the number of cooperative and competitive gestures made by both mother and child, and overall winner of the game. A cooperative gesture was defined as any movement which assisted the other player in completing his/her manipulation of the pen. A competitive gesture was de-

defined as any movement which interfered with the other player's attempt to manipulate the pen. Computation of inter observer reliabilities between pairs of observers in the pilot stage of the study showed an 80% level of agreement between observers on the number of competitive and cooperative gestures exchanged between the mother-child pairs.

Verbal measures. The mother-child conversations were tape recorded during the game playing session and coded according to the observational systems developed for the Six Cultures study (Whiting & Whiting, 1975) and for observational studies of sequential action (Longabaugh, 1963). (See addendum A for complete description of the observational coding system.) Each statement made by the mother was coded for resource (type of information delivered), mode of interaction (manner in which the information was delivered), and context (cooperative or achievement oriented). The resource categories used were labelled help, support, evaluation, information, direction, and restriction. The mode categories included seeks, gives, accepts, deprives, ignores, and rejects. The information resource category was divided between information dealing only with the game (coded as "directions") and all other kinds of information (coded as "information"). The evaluation resource category was further subdivided into positive, negative, and neutral statements. Each resource mode category was also coded for achievement, cooperative, or neutral context. The initial coding matrix was reduced to 34 categories as it became evident that only a fraction of the code categories were used by the mothers while playing the game. Transcripts made of the tape recordings were coded by a research assistant kept blind as to the working status of the mother and age and sex of the child.

Intercoder reliability was determined by two independent rating of two transcripts by the research assistant and a second coder. Reliability was the

percentage of verbal category agreements. This percentage was computed from the number of verbal category agreements divided by the number of agreements plus the number of disagreements. Agreement on a particular category consisted of both coders coding a statement for the same resource, mode, and context. Disagreements consisted of a different judgment by either coder on one or more of these three dimensions. Using this criterion of reliability, interrater agreement on the first transcript was 92%. A second measure of interrater reliability taken two thirds of the way through the coding process was 95%. The high reliabilities are attributed in part to the fact that the transcripts were transcribed prior to coding, thus eliminating a major source of variance in initial assignment of coding categories.

Observational Procedure. The experimental procedure divided mothers' participation in the study into three stages: (a) An instruction session with the experimenter teaching her the game and informing her as to the general sequence of events. (b) A 4-minute practice and a 5-minute "real" game playing period between mother and child. (c) Completion of the questionnaires by the mother.

The gameplaying session was viewed by an observer stationed behind a one-way mirror positioned in a corner of the game playing room. Four female experimenters, (three college students and a graduate student) worked in pairs in conducting the study. The roles of experimenters were staggered to control for possible experimenter effects.

Results

Mothers' attitudes

Both homemakers and working mothers reported being satisfied in their work. On the four-point scale of job satisfaction, the groups were essentially the same, with the mean being 3.34 for the working mothers and 3.29 for

the nonworking mothers. Analysis of the attitudinal information measuring the stereotypic reasons for a woman's choice to work or stay at home show that the working mothers were consistent in their positive assessments of their working positions. Although the majority reported being pressured by a hectic schedule (61%), they also reported liking the intellectual stimulation encountered on the job (75%) would continue working even without financial need (57%), and plan to remain in the labor force for the foreseeable future (95%). The nonworking mothers were almost unanimous in their agreement as to the boredom of performing repetitive household tasks (93%). With regard to their future plans 64% of these mothers expressed interest in taking a salaried job but at the same time reported a variety of restrictions which prevented them from doing so. Fifty four percent of these mothers listed care of their family as being the reason for their not seeking outside work, and 36% checked "importance of raising children" for "best features of job."

Insert Table 1 About Here

The mothers also completed a questionnaire on their attitudes toward women's roles and children's responsibilities in doing housework. The means and standard deviations for the responses on these questions pertaining to women's work roles (scored so that the highest score represented the most positive attitude toward women's work, housework, and children) are given in Table 2. Working mothers were more approving of mother's working outside the home if it is financially necessary, $t(98) = 2.02$, $p > .05$. The two groups converged in their opinion about women's freedom to work with or without husbands' disapproval and in their liking for children and housework.

Insert Table 2 About Here

The results for the Maryland Attitude Survey are presented in Table 3. The scores for each of the four subscales for this questionnaire were

standardized prior to analysis in order to adjust for unanswered items. Since the mothers' responses on this instrument were considered to reflect interrelated attitudes toward child rearing, the scores were analyzed as a multivariate set. Working mothers placed significantly higher on the disciplinarian subscale as compared to nonworking mothers, $F(4,91) = 4.18$, $p < .05$. The two groups of mothers did not differ in their response patterns on the other three subscales.

Insert Table 3 About Here

Mothers' behaviors

Nonworking mothers evidenced more cooperative and competitive gestures, had more pen falls in the course of the game and took longer to play the game than did working mothers although these differences did not achieve statistical significance and therefore are not reported here. Examination of the winner/loser sequence in the game session showed that both groups of mothers and children took turns in drawing "x's" and that the children were usually declared the winner at the end of the game. The sum of data on the game playing behavior of working mothers and their children suggested that the children were either more competitive, or their mothers were more acquiescent in letting them win than were nonworking mother-child pairs. This second group evidenced a stronger give and take pattern in their game playing. Alternatively, the "switchback" strategy of the nonworking mothers may indicate either a cooperative plan of taking turns winning, or an insistence on the part of the mother that once the child completed his/her circle that the mother then be allowed to complete hers. The additional data needed to resolve this issue are not available from this study.

Mother's verbal statements

The mothers' verbal statements fell into 34 of the 120 code categories considered. The discussion is limited to only those variables within this subset on which working and nonworking mothers were found to differ. The results of an initial multivariate analysis of the mothers' verbal statements showed working and nonworking mothers to differ significantly on 5 out of the 34 categories considered. A multivariate analysis was performed rather than t tests or a series of univariate analyses because these verbal categories were seen as a conceptually related set of variables (Finn and Mattson, 1979). In this multivariate analysis, working mothers were found to give more information $F(34,59) = 4.92, p < .01$, to give more information stressing cooperation $F(34,59) = 5.32, p < .01$, to accept more evaluations from their children $F(34,59) = 4.91, p < .05$, and to give significantly more negative evaluations to their children than did the nonworking mothers, $F(34,59) = 4.78, p < .05$. At the marginally statistically significant level, working mothers sought more help from their children, $F(34,59) = 3.55, p < .10$, sought more evaluations, $F(34,59) = 3.72, p < .10$, and sought more information from their children, $F(34,59) = 4.11, p < .10$, than did nonworking mothers. The means and standard deviation of each verbal category for the working and nonworking mothers are presented in Table 4.

Insert Table 4 About Here

Differences in mothers' educational level offers itself as a plausible competing hypothesis to the explanation that the differences between the two groups of mothers in the use of these verbal categories stems from their employment status. Thus, an analysis of covariance with mothers' educational level as a covariate was performed to test this alternative explanation. The results of this analysis showed that working mothers' frequency of use of the

seven categories remained higher than nonworking mothers' frequency of use at the same level of statistical significance as observed in the multivariate analysis even when controlling for mothers' years of education. The results suggest that the work/nonwork distinction is more important than number of years spent in school in predicting mothers' utilization of these verbal categories.

Further differences in the working and nonworking mothers' communication styles as measured by their use of these verbal categories was explored through an exploratory factor analysis with an orthogonal rotation (Varimax). The method of factoring used for this analysis employs Kaiser's iteration procedure for improving the estimates of communality (Kaiser, 1963). Three factors accounting for 66% of the total variance emerged from the analysis. The factor loadings for orthogonally rotated verbal categories with loadings greater than $\pm .40$ are presented in Table 5.

Insert Table 5 About Here

The first factor accounting for 30% of the variance is made up of "give" and "accept" verbal categories. The clustering of these categories suggest that this factor represents an information exchange between the mother and child in the course of playing the game. In contrast, the second factor accounting for 21% of the variance is composed of "give" and "reject" verbal categories. This patterning suggests that the factor represents a didactic or even authoritative interaction between the mother and child. The third factor accounting for 15% of the variance is labelled an information seeking factor since the verbal category with the greatest loading is the "seeks information" category.

Factor scores on each factor were generated for each mother from this factor analysis. The means, standard deviation, and the results of the t

tests of the means for the working and nonworking groups for each factor are presented in Table 6. Working mothers emerged as being significantly higher

Insert Table 6 About Here

on both the information factor, $t(98) = -2.01$, $p < .01$ and the information seeking factor, $t(98) = -2.59$, $p < .05$. Although nonworking mothers averaged higher on the didactic teaching factor than did working mothers, the difference did not reach statistical significance, $t(98) = 1.12$, n.s.

Discussion

The findings, taken as a whole, portray two groups of women who differ in their attitudes and values about women's roles, work, and child rearing, and who differ both verbally and behaviorally in their interactions with their children. The nonworking women appear to be in conflict about their life. Although priority of the family and lack of challenge in available jobs are given as the major reason for their not working outside the home, they also report feeling bored and would accept work if it were offered to them. Despite their professed commitment to their families, these mothers perceived themselves to be less indulgent and more rejecting toward their children than did the working mothers. This pattern of conflict was manifested overtly when playing the game with their children in that these nonworking mothers were both more cooperative (indicated by more helpful actions) and competitive (indexed by both the competitive responses and the greater number of pen falls) than were the working mothers. A similar pattern was observed in the tendency of the nonworking mothers to use a didactic teaching mode more than the working mothers. This factor reflects an "authoritarian" quality in that mothers placing high on this factor directly gave both help and directions to the child while at the same time rejecting the child's evaluation of the mother's own behavior.

By contrast, the working mothers report that they enjoy the intellectual stimulation of outside employment and would work without a financial need to do so. There is no evidence of a negative impact on their working status on their attitudes toward child rearing. Conversely, they were found to be slightly more indulgent and less rejecting than the nonworking mothers.

In their verbal interactions when teaching and playing the game, the working mothers appeared to be better teachers in the sense of providing and seeking more information from their children. The general patterning of the verbal categories and the working mother's position on the verbal factors suggests that they were operating in an "authoritative" mode (Bauerind, 1971). Authoritative is used here to capture the quality of socialization practices employed by a parent who uses the Socratic method. This approach to teaching entailed seeking the child's opinion on what should be done (seeks information) and providing the child with the information necessary to achieve the goal (gives information) at the same time the parent is secure in setting limits and exercising legitimate parental authority (gives direction and negative evaluation) and in accepting the child's contributions to the interaction (accepts direction and evaluation).

As stated in the beginning of this discussion, popular opinion and research findings have suggested that working and nonworking mothers are distinct groups. The findings reported here fall in line with previous research. However, contrary to the stereotype of the working mother sometimes promulgated, the results of the study suggest that some positive benefits may accrue to both mother and child as a result of the mother's employment outside the home. It is premature to assert that there is a causal relationship between maternal employment status and child rearing techniques. Tests of this notion must await research based on longitudinal data that will permit

assessment of changes in attitudes and behavior before and after working outside the home. The data from this study do support, however, the idea that maternal employment outside the home is one of many possible beneficial configurations for family life.

References

- Baumrind, D. Current patterns of parental authority. Developmental Psychology Monograph, 1971, 4, 253-262.
- Bernard, J. The future of motherhood. New York: Penguin, 1974.
- Finn, J.D., and Mattsson, Multivariate analysis in educational research: Applications of the MULTIVARIANCE program. Chicago: National Educational Resources, 1978.
- Gold, D., and Andres, D. Comparisons of adolescent children with employed and unemployed mothers. Merrill-Palmer Quarterly, 1978, 24, 243-254.
- Hess, R.D., and Shipman, V.C. Early experience and the socialization of cognitive modes in children. Child Development, 1965, 36, 869-886.
- Hock, E. Working and nonworking mothers with infants: Perceptions of their careers, their infant needs, and satisfaction with mothering. Developmental Psychology, 1978, 14, 37-43.
- Hoffman, L. Effects of maternal employment on the child: A Review of the research. Developmental Psychology, 1974, 10, 204-228.
- Hoffman, L.W., and Nye, F.I. Working mothers: An evaluative review of the consequences for wife, husband, and child. San Francisco: Jossey-Bass, 1974.
- Howell, M.C. Effects of maternal employment on the child. Pediatrics, 1973, 52, 252-263.
- Kaiser, H.F. Image analysis. In C.W. Harris (Ed.), Problems in measuring change. Madison: The University of Wisconsin Press, 1963.
- Longabaugh, R. A category system for coding interpersonal behavior as social exchange. Sociometry, 1963, 26, 319-344.

- Madsen, M.C. Development of cross-cultural differences in the cooperative and competitive behavior of young children. Psychological Reports, 1967, 20, 1307-1320.
- Nerlove, S.B. Women's workload and infant feeding practices: A relationship with demographic implications. Ethnology, 1974, 13, 207-214.
- Parnes, H.S., Shea, J.R., Spitz, R.S., Zeller, F.A. and Associates. Dual Careers: A longitudinal study of labor market experience of women. Vol. 1. Manpower Research Monograph 21. Washington D.C.: Government Printing Office, 1970.
- Punroy, D.K. Maryland Parent Attitude Survey: A research instrument with social desirability controlled. Journal of Psychology, 1966, 64, 73-78.
- United States Department of Labor, 1975 Handbook on women workers. U.S. Department of Labor Employment Standards Administration. Women's Bureau Bulletin, 1975, 297.
- Whiting, B. and Whiting, J.W.M. Children of six cultures: A psychological analysis. Cambridge, Mass.: Harvard University Press, 1975.
- Woods, M.B. The unsupervised child of the working mother. Developmental Psychology, 1972, 6, 14-25.
- Yarrow, M.R., Scott, P., Deleeuw, L., and Heining, C. Child rearing in families of working and nonworking mothers. Sociometry, 1962, 25, 122-140.
- Yarrow, M.R., Campbell, J.D., and Burton, R.V. Child rearing: An inquiry into research and methods. San Francisco: Jossey-Bass, 1968.

Footnote

¹The labels working and nonworking applied to the mothers are for research purposes only. All mothers are seen as working mothers, the distinction in type of work being one of the nature and location of their contribution to the family economy.

Table 1
Working and Nonworking Mothers' Attitudes Toward Work

	Working Mothers ^a		Nonworking Mothers ^b	
	<u>x</u>	<u>sd</u>	<u>x</u>	<u>sd</u>
Work satisfaction	3.34	.987	3.29	1.02
	Frequency			
Best features of job				
Money	18%		0	
	(8)		(0)	
Intellectual stimulation	75%		0	
	(33)		(0)	
Creativeness of taking care of family	0		43%	
	(0)		(24)	
Importance of raising children	0		36%	
	(0)		(20)	
Worst features of job				
Busy schedule	61%		0	
	(27)		(0)	
Menial work	23%		0	
	(10)		(0)	
Boredom of repetitive tasks	0		93%	
	(0)		(52)	
Lack of contact with adults	0		14%	
	(0)		(8)	
Work options				
Would continue to work without financial need	57%		0	
	(25)		(10)	
Would stop working if had no financial need	18%		0	
	(8)		(0)	
Would accept job offer if made	0		64%	
	(0)		(36)	
Would refuse job offer if made	0		29%	
	(0)		(16)	
Reasons for restrictions in accepting work				
Child care problems	0		27%	
	(0)		(15)	
Undemanding work	0		52%	
	(0)		(29)	

Reasons for unemployment		
Family has priority	0 (0)	54% (30)
Not interested in work	0 (0)	25% (14)
Plans for next five years		
Staying home	0 (0)	14% (8)
Working	95% (42)	30% (17)
Going to school	0 (0)	5% (3)

Note. The numbers in parentheses give the number of mothers responding to each item.

$$a_n = 44.$$

$$b_n = 56.$$

Table 2

Means and Standard Deviations of Working and Nonworking Mothers'

Attitudes Toward Women's Work Roles

A woman should work full time if:	Working Mother ^a		Nonworking Mothers ^b		<u>t</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
1) it is necessary to make ends meet	4.82	1.07	4.40	1.03	2.02*
2) she wants to and her husband approves	4.44	1.19	4.02	1.35	1.68
3) she wants to and her husband disapproves	2.93	1.31	2.89	1.47	.16
Attitude toward housekeeping	3.90	1.19	4.09	1.37	.48
Attitude toward childrearing	4.70	1.12	4.60	1.01	.48

Note. A two-tailed t was used to test for differences between the working and nonworking groups.

^an = 44.

^bn = 56.

* p < .05.

Table 3

Means and Standard Deviations for Working and Nonworking Mothers' Responses
on Subscales of Maryland Parent Attitude Survey

	Disciplinarian		Indulgent		Subscale Protective			Rejecting			<u>SD</u>	<u>F</u>
	<u>M</u>	<u>SD</u>	<u>F</u>	<u>M</u>	<u>SD</u>	<u>F</u>	<u>M</u>	<u>SD</u>	<u>F</u>	<u>M</u>		
Working ^a mothers	.22	.92	4.18*	.14	.83	1.52	-.02	1.52	.91	-.11	.99	.001
Non- ^b working mothers	-.20	1.26		-.10	1.10		.02	1.18		.13	1.13	

^an = 44.

^bn = 56.

*p < .05.

Table 4
Means, Standard Deviations and Multivariate Statistics for
Working and Nonworking Mothers' Verbal Statements

Verbal Category	Working Mothers ^a		Nonworking Mothers ^b		<u>F</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
gives information	16.73	6.06	12.13	5.54	14.92***
gives information (cooperation)	1.86	2.06	1.04	1.24	5.32**
accepts evaluation	1.61	1.43	1.04	1.09	4.91**
gives negative evaluation	.53	.92	.18	.48	4.78**
seeks help	.29	.61	.11	.23	3.55*
seeks evaluation	5.64	3.43	4.32	3.46	3.72*
seeks information	5.91	4.55	4.38	2.96	4.11*

^an = 44.

^bn = 56.

p < .01

**
p < .05

*
p < .10

Table 5

Pattern and Structure Matrix for Orthogonally Rotated
Mother's Verbal Categories

	Factor 1 (Information Exchange)	Factor 2 (Didactic Teaching)	Factor 3 (Information Seeking)
gives help (cooperation)	---	.86	---
gives help (achievement)	.83	---	---
gives information	---	.41	---
gives information (cooperation)	.42	---	---
gives information (achievement)	---	.53	---
gives direction	---	.45	---
gives direction (achievement)	.41	---	---
accepts evaluation	---	---	.41
accepts information (cooperation)	.74	---	---
accepts information (achievement)	.87	---	---
accepts direction	.47	---	---
seeks help	.55	---	---
seeks help (cooperation)	.62	---	---
seeks information	---	---	.73
rejects evaluation	---	.67	---

Note. Varimax rotation was utilized. Loadings on each variable of $\pm .40$ or greater are listed.

Table 6
Means and Standard Deviations for Working and
Nonworking Mother's Factor Scores for Verbal Factors

	Working Mothers ^a		Nonworking Mothers ^b		<u>t</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Factor 1 (Information Exchange)	.21	.38	-.17	.31	-2.01*
Factor 2 (Didactic Teaching)	-.13	.55	.10	1.29	1.12
Factor 3 (Information Seeking)	.25	1.04	-.19	.66	-2.59**

^an = 44.

^bn = 56.

*p < .05

**p < .01

Addendum A

The mothers' and childrens' verbal statements were coded according to the resource, mode, and context categories defined below. Application of this coding scheme resulted in each individual statement being classified according to the appropriate resource and mode dimensions. Designation of the context was given if the statement was cooperative or competitive in nature.

Resource

Help: Physical aid or statment of intent to give physical aid.

Support: Encouragment, communication of positive feeling, or praise of the other player.

Evaluation: An appraisal of action or object (as in evaluation of performance or game). Positive or negative valence ascribed. Assignment of these values was reserved to direct comments on the other players' performance.

Information: Non-evaluative statements regarding person, game or non-game activity, or potential game activity. This category is distinct from direction and refers to all information other than the very specific game playing directions, which were coded under Directions.

Direction: Stating or demanding present or future action or game activity. This category contains only specific game playing instructions to the other player.

Restriction: Statement intended to curtail or terminate ongoing future action.

Mode

Gives: Statement or demand.

Accepts: Agreement or recognition of previous statement (Distinct from Complies).

Complies: Follows direction or order given in previous statement.

Seeks: Question or statement requiring resource transmission of the other.

Ignores: No response or response inappropriate to immediately preceding request from other (Distinct from deprives below).

Rejects: Contradiction or correction of preceding statement by other.

Context

Cooperation: Statements directed to cooperative game playing, including taking turns.

Competition/Achievement: Statements directed at competitive game playing or emphasizing individual winning and losing.